

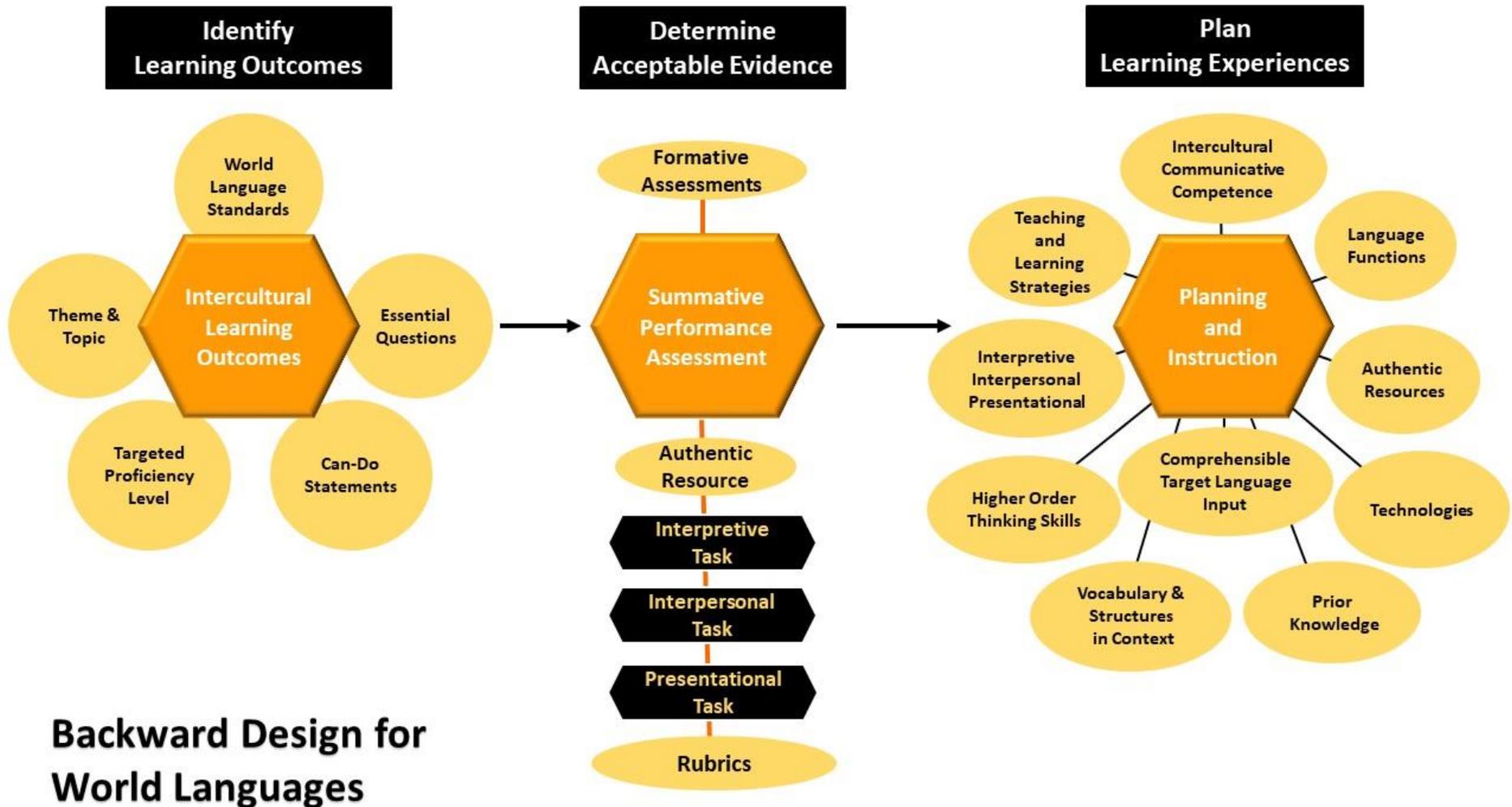
Novice High/Intermediate Low - Who Am I? Who Are We?

Backward Design of a French Intercultural Unit and Assessment

This sample intercultural unit shows the detailed step-by-step process for Backward Design planning. For each step of the process, the left column provides an explanation and links to relevant resources from the Ohio World Languages and Cultures Model Curriculum. All curricula will be developed at the local level.

Note that Backward Design is an integrated, non-linear process. Moving backward and forward throughout the template is expected. Most important is that there are strong intercultural and communicative learning outcomes, and that assessments and activities build reliably toward those outcomes.

Download this unit template and a variety of other planning and assessment templates [on the World Languages and Cultures Unit Samples webpage](#).



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| <p>Explanations for each step of the unit plan, with links to the relevant resources from the World Languages and Cultures Model Curriculum</p> | <p>Step-by-Step Backward Design of the unit. Learn more about Backward Design</p> |
| <p>Targeted Proficiency Level</p> <p>Choose the proficiency level that this unit is targeting.</p> <ul style="list-style-type: none"> • View proficiency targets based on the difficulty of the target language. • Refer to the Ohio World Languages and Cultures Learning Standards for descriptors of Novice Low – Advanced Low language learners. <ul style="list-style-type: none"> ○ Novice learners use a mixture of practiced or memorized words, phrases, simple sentences and questions to talk about very familiar topics. Learners understand the general topic and basic information in simple texts or media. ○ Intermediate learners create original questions and series of connected sentences to talk about familiar or personal interest topics and negotiate meaning in conversations. Learners understand the main idea and related information in texts or media. ○ Advanced learners use various time frames and paragraphs to talk about and discuss familiar and unfamiliar or researched topics. Learners understand the main message and supporting details in complex texts. | <p>Targeted Proficiency Level</p> <p>Novice High / Intermediate Low</p> |
| <p>Unit Overview</p> <p>Choose the theme, topic and essential questions that will guide the learning process and outcomes for the targeted proficiency levels.</p> <ul style="list-style-type: none"> • Essential questions are open-ended and have no singular right answer. These questions provide a context for intercultural content, stimulate long-term inquiry and help learners increase their critical thinking skills. Find more essential questions for world languages. | <p>Unit Overview</p> <p>Theme: Personal and Public Identities</p> <p>Topic: Who am I? Who are we?</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What factors shape our identity? • What makes us unique? What makes us similar? |

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| <p>Intercultural Learning Outcomes</p> <p>Choose the intercultural communication goals for this unit. Sample intercultural progress indicators for each proficiency level can be found in both the Ohio World Languages and Cultures Learning Standards and in the NCSSFL-ACTFL Intercultural Can-Do Statements</p> <ul style="list-style-type: none">• Intercultural learning outcomes focus on investigation of products, practices and perspectives in the learner's native culture and the target culture(s), as well as interactions using culturally appropriate language and behavior.• Using intercultural outcomes to drive communication will help the teacher focus on the relevant content, vocabulary and structures that learners need to know to be successful.• Learn more about building intercultural competence. | <p>Intercultural Learning Outcomes</p> <ul style="list-style-type: none">• In my own and other cultures, I can compare how and why culture influences how we spend our time each day.• I can interact or participate in an intercultural activity that expresses my identity. |

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| <p>Standards</p> <p>Indicate the standards for intercultural communication and literacy that are being targeted from the Ohio World Languages and Cultures Learning Standards.</p> <ul style="list-style-type: none"> <p>Interpretive Standards: Learners comprehend the main idea and relevant details in a variety of culturally authentic and age-appropriate oral, written or signed texts, both nonfictional and fictional, as well as overheard, observed or written conversations. Learners derive meaning using listening, viewing and reading strategies.</p> <p>Interpersonal Standards: Learners initiate and sustain spontaneous meaningful spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure their messages are understood and they can understand others.</p> <p>Presentational Standards: Learners present prepared or spontaneous information, narratives and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.</p> | <p>Targeted Standards: Novice High/Intermediate Low</p> <p>Interpretive Intercultural Communication and Literacy</p> <p>INT-C. NH.1. Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.</p> <p>INT-C. NH.2. Identify and compare familiar or everyday behaviors in native and other cultures.</p> <p>INT-LIT. NH.1. Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.</p> <p>INT-LIT. NH.2. Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions.</p> <p>INT-C. IL.1. Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures.</p> <p>INT-C. IL.3. Understand the topic and relevant information in complex authentic informational texts.</p> <p>INT-LIT. IL.1. Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families.</p> <p>INT-LIT. IL.2. Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts.</p> <p>Interpersonal Intercultural Communication and Literacy</p> <p>INP-C. NH.1. Identify products and practices related to everyday life to help understand perspectives of native and other cultures.</p> <p>INP-C. NH.2. Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.</p> <p>INP-LIT. NH.1. Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.</p> <p>INP-LIT.NH.4. Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.</p> <p>INP-C.IL.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.</p> <p>INP-C.IL.2. Converse in familiar situations at school using appropriate learned behaviors.</p> <p>INP-LIT. IL.1. Use culturally appropriate and relevant language, syntax and learned behaviors.</p> <p>INP-LIT. IL.4. Infer meaning of unfamiliar language from context or topic of conversation.</p> <p>Presentational Intercultural Communication and Literacy</p> <p>PC.NH.1. Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.</p> <p>PC.NH.3. Give simple descriptions of familiar and everyday topics.</p> <p>P-LIT. NH.1. Use authentic resources and familiar content, structures and syntax that are relevant to the topic.</p> <p>PC.IL.1. Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures.</p> <p>PC.IL.3. Inform on, describe and explain a variety of familiar topics and some concrete researched topics.</p> <p>P-LIT. IM.1. Use authentic resources, content, syntax and concepts that are relevant to the topic.</p> |

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| <p>Summative Assessment</p> <p>Design a holistic performance assessment where learners can demonstrate how well they have mastered the learning goals of this unit. The assessment should use authentic cultural resources and be scored using performance or proficiency rubrics. The assessment could be given at the end of the unit, or different components could be given throughout the unit.</p> <ul style="list-style-type: none">• A summative performance assessment will not test discrete content, grammar or vocabulary. Rather, it will allow learners to apply what they know and can do in a meaningful context and will help the teacher determine whether the learners have performed at the targeted proficiency level.• Summative assessments might include individual or group projects, interpretive assessments, performance assessment, presentations, portfolios, exhibits, reports, writing topics, videos, interviews, role plays, conversations, discussions, etc. | <p>Summative Assessment Tasks</p> <p><i>NOTE: The full summative assessment can be found at the end of this unit template.</i></p> <p>Authentic Resource: https://www.entrenousoitdit.com/quels-sont-les-loisirs-preferes-des-jeunes/</p> <p>Interpretive Task(s): Using the above authentic resource and the assessment provided, complete the Interpretive Reading tasks. Learners will recognize key words/phrases, determine author's purpose, determine supporting details, guess meaning from context, and determine main topic of an authentic reading.</p> <p>Interpersonal Task(s): With a partner, learners will complete this task, described in the assessment prompt:</p> <p>You and your cousin, Paul, from Québec, interact on video chats all the time. You, an American studying French, read this cool article in French class today. You are curious about your cousin and whether he does the same things in his spare time as the French teens who were featured in the article do. Have a video chat about this topic in which you ask questions about your cousin's past times. To make your conversation more interesting, ask who, what, when, where and why questions.</p> <p>Presentational Task(s): Learners will complete this writing task, described in the assessment prompt:</p> <p>Your French e-pal, Monique, is going to go to Québec to spend a month this summer with her cousin, Marie, and then she's coming to the United States to spend a month with you. Monique loves to be active and loves to do all kinds of activities. Write an email to her telling her what activities people her age do in Québec and in the United States. Because you've been e-pals for so long, you know which activities she will like to do and that are important to her. Also, tell her about activities that are important to you and that you will do together when she comes to the US.</p> |

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| <p>Prior Knowledge or Pre-Assessment</p> <p>Activating prior knowledge before teaching a new concept helps learners see connections to previous learning or personal experiences and build on this knowledge. Learners can show what they already know and give the teacher insight into areas of strength or focus throughout the unit.</p> <ul style="list-style-type: none"> Activities might include surveys, brainstorming, short quizzes, drawing, checklists, games, graphic organizers, concept maps, interactive technology tools or personal, reflective or content questions. | <p>Prior Knowledge or Pre-Assessment Activities:</p> <ul style="list-style-type: none"> Provide a basic self-description, nationalities, characteristics and personalities List common pastimes and provide basic information about pastimes (e.g. movie/music genres) Express feelings or preferences about things to do Imitate culturally appropriate behavior when with friends Name some objects related to common teenage activities Review regular verb conjugations, question formation and adjective agreement |
| <p>Language Functions/Forms and Vocabulary</p> <p>Determine the language functions and forms learners will need to meet the learning outcomes of this unit.</p> <ul style="list-style-type: none"> Language functions refer to what students do with language, such as compare/contrast, express opinions or make predictions. Language forms refer to grammatical structures, such as adjectives or verb forms. Present grammar in a meaningful context as chunks of language or as a concept in order to impact language acquisition. Focus on meaning before form. Learn about the PACE model for contextualized input. <p>Determine the essential vocabulary for this unit and present it in a meaningful context, such as with images or stories. Learn more about [i+1] and how to contextualize target language at all proficiency levels to make it more comprehensible.</p> | <p>Language Functions</p> <ul style="list-style-type: none"> Describing people, places, things, actions Comprehending text or speech Asking informational and clarifying questions Expressing and supporting opinions and persuading Comparing, contrasting, summarizing, hypothesizing and speculating Sequencing, analyzing and drawing conclusions Describing cause and effect <p>Language Forms/Structures</p> <ul style="list-style-type: none"> Placement and formation of adjectives and adverbs Formation of opinion verbs/phrases Comparatives and superlatives Creating questions <p>Vocabulary</p> <ul style="list-style-type: none"> Leisure activities (sports, travel, music, video games, etc.) Verbs expressing tastes and preferences Music, film and book genres Vocabulary related to the internet Transition words How to write an email to a friend |

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Explanations for each step of the unit plan, with links to the relevant Ohio Model Curriculum resources

Authentic Cultural Resources

Choose [authentic cultural resources](#) that are relevant to the learning outcomes of this unit.

- ACTFL [defines authentic texts](#) as content that has been created “by members of a language and culture group for members of the same language and culture group.” Authentic materials provide cultural perspectives and real-life examples of everyday language use and are a rich source of input needed for language acquisition. Exposure to authentic materials begins at the Novice Low level.
- Ohio’s K-12 grid of [Interpretive Literacy standards and progress indicators](#) has scaffolding and tasks that promote comprehension of authentic texts and media from Novice Low to Advanced Low. ACTFL has an [Interpretive template](#) for literacy-based tasks.
 - These scaffolds and tasks could also be used with textbook or teacher-created materials as a bridge to help beginners access authentic texts as early as possible.
- Novice-level authentic resources include lists, headlines, posters, simple infographics, catalogs, maps, menus, brochures, ads, calendars, short poems, schedules, social media, short podcasts, cartoons, commercials, jingles, songs, etc.
- Intermediate-level authentic resources include infographics, charts, graphs, current events, blogs, poetry, literature, comics, podcasts, social media, informational texts, websites or media, interviews, short or long films, song lyrics, TV shows, etc.

Step-by-Step Backward Design of the unit. [Learn more about Backward Design](#)

Authentic Cultural Resources

Authentic and Cultural Resources for the Unit

- [QUI DE NOUS DEUX? | K-Boyz TV](#)
- [Notre Vie en Haïti](#)
- [Podcast Français Facile: Devinette Qui suis-je ? \(débutant\)](#)
- [Quel est ton sport préféré ? / Quel est votre sport préféré ? - Coffee Break French To Go Episode 9](#)
- “CRAC!”: Film by Frédéric Back focused on French Canadian identity and family. [This document](#) has teaching ideas, background, vocabulary, links to film and related films, and presentations for class.
- [Infographie](#): Les Sports de Glisse en Ville Infographic, with explanation of “sliding sports”
- [Film](#): Pierre Imbert, Un As de l’Équitation
- [Bibliothèques : infos pratiques - Ville de Paris.](#)
- [Activités maison des jeunes | Place Jeunesse Berthier](#)
- [Mon petit quotidien](#)
- [1jour 1actu](#)

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| <p>Instructional Strategies</p> <p>Create learning experiences related to the unit outcomes that will reach a wide range of learners, using strategies based on Universal Design for Learning principles (i.e., a variety of ways for engagement, practice and demonstration of learning).</p> <p>Integrate a variety of activities that focus on:</p> <ul style="list-style-type: none"> • intercultural competence • interpretive, interpersonal, presentational and literacy skills • relevant vocabulary and structures • technology integration • real-life or career connections • a variety of informal or formal formative assessment. | <p>Instructional Strategies</p> <p>Interpretive Reading and Listening/Viewing Activities</p> <ul style="list-style-type: none"> • Students can explore this website on Paris' public libraries: Bibliothèques : infos pratiques - Ville de Paris. What's a specialized library? What resources are available online? Partners or small groups can research locations, business hours, digital and print resources, late fees/penalties, etc. and report to the whole class. • After quickly reviewing vocabulary/structures learned for expressing dis/likes, interest, etc. in sports & hobbies, show this video of teenagers interviewing teenagers. Consider showing it at least three times: 1st time just to get a general sense; 2nd time to then write down some things students recognized; 3rd time to confirm & discuss in whole or small groups. **Variation: turn off sound and turn on closed captions, then ask students to read what is shared. • Have students read this page about activities/sports through a MDJ (Maison Des Jeunes) in Quebec: Activités maison des jeunes Place Jeunesse Berthier Have pairs of students discuss what they recognize. Are there similar activities in their community? Is there a centralized place in their community that they know of or which compares to a MDJ? • Students could read 2-3 infographics from Mon Petit Quotidien about careers. Link here has all the infographics, which the teacher can download (limit is 6 per week, so must plan ahead). Students can read descriptions of careers and determine with their partners what characteristics and interests one should have to do the jobs. After working on this together, they can report their findings back to the class as a whole. <p>Interpersonal Activities</p> <p><i>Note: Modify these activities to include the targeted vocabulary and structures for the level (e.g., seasons, clothing, equipment, past tense, negation, time markers, opinions).</i></p> <ul style="list-style-type: none"> • Similar to one of the interpretive listening activities, ask the students to interview their classmates about their interests and how often they do that activity -- in past or present tense. This can be done in small groups (3-4) or as a whole group where students circulate and ask multiple students these kinds of questions: What's your favorite activity? What do you like to do? When do you play sports/do that activity? What do you wear/what equipment do you need to play or do this activity? In what season do you play this sport/do this activity? • Use this image or something similar (students could even draw one) as a point of reference for discussing likes and dislikes of activities (Moi, j'aime / Moi, je n'aime pas...). Students should also be able to explain why they like or do not like the activities by providing some details to support their opinions. • Pick your favorite hobby and think of it (give several examples or provide a list on the board). Why do you like that hobby? Do as a class discussion all together, then have students wander the room, soirée style, conversing with at least 3-4 people about what activity they like, when they do it, where they do it, and why they do it. |

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| | <p>Presentational Writing and Speaking Activities</p> <ul style="list-style-type: none"> • Students can write a short email to a classmate, friend or to the teacher stating their own interests/hobbies, likes or dislikes of activities, and then asking their correspondent about theirs. Students should then invite this person to go do something (sport or activity) and propose a date/day, time, and place to meet. • Students can write a short email or letter to a classmate, friend, or to the teacher talking about what they did last weekend making sure to include such details as: where they went, with whom, what the activity was, did they have fun, etc. • A new student has arrived at your school. Students create a video (individual or in partners) sharing all of the fun activities there are to do or that the new students can get involved with at school or even in the community. • Students can present a career and talk about what the person does, what characteristics the person has, and how to enter this profession. <p>Vocabulary and Structures - Contextualized Activities</p> <ul style="list-style-type: none"> • Use vocabulary and grammar/structures in context as part of interpersonal and presentational practice activities • Use quizlet, conjuguemos or similar websites for individual student practice. • Find or create pictures that explain likes and dislikes and varying degrees thereof. • Point out cognates to words in the target language. • Recognize repeated words in the authentic resources. • Sort or classify words. • Match words with definitions. • Play Pictionary. • Create a cloze activity with a level appropriate song/video. • Mobile Matching. Put words on post-its around the room. Example: A. le football B. la natation. Have matching on a half sheet of paper with a blank, number and description in French. Example: ____1. Le sport que nous faisons à la piscine. Students walk around the room in pairs and fill out the matching form. |

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| | <p>Technology Integration</p> <ul style="list-style-type: none"> • Create/record asynchronous lessons in Zoom, Loom, Google Meets, Google slides, EdPuzzle, or Nearpod so students can review the material as much as needed. • Use Padlet to host an online discussion. Students can respond to a prompt with text, images, videos, or links. This can be a great tool for pre- or post-reading discussions in the target language, as well as for warm-up activities or exit tickets. • Use Jamboard to create class collaborative Jamboards, group, and individual Jamboards-- these boards can be saved to work with again later, to provide to students who were absent, and can be used as a way to work collectively from a distance and/or across class periods. • Create a digital pen pal program via videos with Flip. Students can create videos, view their classmates' or pen pals' videos, and respond with comments. • Use Canva to have students make a poster about themselves, who they are, what they are like, their likes and dislikes, their goals, careers that appeal to them and why, etc. <p>Formative Assessments/Learning Checks Throughout the Unit:</p> <ul style="list-style-type: none"> • Create a digital or paper memory game with matching pairs of cards highlighting the unit's vocabulary, verbs, and sentence structures. One card has an image and the matching card has the word/expression. Students may complete this activity in pairs or individually. • Create a digital or paper activity sort. Students must match vocabulary (written form) with images. These can be sorted by likes/dislikes, seasons, individual/team sports and activities, or any other classification. • Create two teams in the class. Representatives from each team will take turns acting out an activity or a sport for their team. To earn a point, the team must name the activity/sport in less than 30 seconds. If after that time, her/his team does not correctly guess the activity then the other team has the opportunity to earn the point. • Show a series of images (5-8) and have the students write out the name of the activity or sport. These may be turned in for teacher review. • Play hangman in pairs or as a class using the vocabulary. Game options may be created digitally. • Create a Google form survey (options: Google Poll, Kahoot) for students to complete at the end of class to check for understanding of vocabulary and structures or expressions covered. Paper exit tickets can be substituted. • Play Pictionary with unit vocabulary. In partners with A and B getting different lists and as a full class with one half of the room being team A and the other half team B. • Play "flyswatter" with unit words. Project about 15 words on the board. Form two teams, with a member from each going up to the board each time. Describe the word in French and the first one who swats the correct word gets the point. |

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| <p>Student Engagement</p> <p>Help learners determine the relevance of this unit to their current life or future goals. Why and how is this content or learning useful to them?</p> <ul style="list-style-type: none"> • Ohio's World Language Career Connections has lessons, videos, activities and ideas for making world language content relevant for learners. | <p>Student Engagement: College, Career or Life Connections</p> <ul style="list-style-type: none"> • Use knowledge of students' interests, as well as student choice and voice, to allow them to find ways to engage with the information in a personal or motivating way. • Current events: Have students find, or show students, current events articles or news videos where cultural identity is a factor. • Brainstorm how knowledge of cultural identity can be helpful in various professions (advertising; marketing; travel, entertainment, etc.). • Brainstorm how a career can shape one's identity (or how others identify us) and look for similarities and differences in both native culture and the target culture • Select 4-5 jobs and have students work in partners to create résumés for a prospective candidate. Name the candidate, list education, personal qualities, interests and experience that make the candidate perfect for the job. • View infographics that give detailed information on careers. • View clips that discuss details about careers. Person A watches one and takes notes in French, person B watches the other also taking notes (a T-chart or Venn diagram works well for this). Then A shares his notes with B and vice versa, presenting in French. Finally, the students agree on 3-4 characteristics people need to do the careers described in the films. <ul style="list-style-type: none"> ◦ "Zoom sur les métiers" has several films and more films can be found on YouTube. Examples: "Informaticien" and "Charpentier" |
| <p>Intercultural Reflection</p> <p>Encourage learners to engage in deeper reflection on the unit cultural content either in class in the target language, or outside of class in English.</p> <ul style="list-style-type: none"> • Use the NCSSFL-ACTFL Reflection Tool With Sample Questions for ideas on creating deeper reflection questions in English outside of class and target language activities in class: • "Learners' awareness and understanding of their own and others' cultures grow with each new intercultural encounter. It takes reflection, however, to process a depth of understanding that develops openness and promotes an examination of values and attitudes. Deep reflection normally occurs in one's native language. For this reason, reflection activities are designed with maximum use of the target language during instructional time and an option for use of English at home for deeper reflection." (NCSSFL-ACTFL, 2017) | <p>Intercultural Reflection Questions or Activities <i>(In the target language in class or in English/native language outside of class)</i></p> <ul style="list-style-type: none"> • What kind of activities do you like to do? Why do you like them? • Do kids/adolescents from other parts of the world participate in the same kinds of activities? • How do you spend a typical day? How do your peers spend their typical day? How is this similar or different in other cultures? • How are sports and leisure interests similar or different across cultures and languages? • How do your interests reflect who you are and the culture you live in? • How does where we live influence the activities we choose? • After working with "Crac" materials: How does the francophone identity influence life in Québec? • What new insights about yourself and others have you gained from thinking about this topic? |

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Summative Assessment / Integrated Performance Assessment (IPA)

Novice High—Intermediate Low

Topics: Who am I? Who are we? What does what I do say about me?

Interpretive Communication

Note: The interpretive tasks are based on the [ACTFL template](#) and can be scored with the accompanying ACTFL rubric.

Authentic resource: [Quels sont les loisirs préférés des jeunes?](#)

A. **Key Word Recognition.** What do the following words/phrases mean? Choose at least 8 words:

Les loisirs:

Sortir:

Les fêtes:

La musique:

La lecture:

Les jeux vidéo:

Le shopping:

Les jeunes:

Le voyage:

L'éducation:

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B. Author's Purpose: What is the author's purpose in writing this text? Mark your choice(s) with X.

- _____ to tell a story (narrative)
- _____ to describe (description)
- _____ to inform (expository)
- _____ to convince a reader of particular position or opinion (persuasive)

Evidence: Support your choice(s) above with evidence from the article: _____

C. Supporting Details:

First, determine if the following statements are **VRAI** or **FAUX** based on the information in the reading. You may write **V for Vrai** and **F for Faux** in the blank provided.

Second, high-light the supporting information in the document for the statements that are **VRAI**.

Third, write the number of the **VRAI** statement beside the highlighted information.

1. _____ Teens between the ages of 11-14 prefer to go out and watch romantic movies.
2. _____ Teens write blogs.
3. _____ Listening to live music is a preferred pastime of these teens.
4. _____ The teens in this article only read books by French authors.
5. _____ The video games that these teens play vary depending on the age of the teen.
6. _____ Shopping is the favorite pastime of all the teens surveyed.
7. _____ These teens will only play sports in a club setting.
8. _____ Travel, for these teens, only occurs during vacation times.

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D. Guessing Meaning from Context. What do the following French words/phrases mean in English? Choose at least four:

Le processus de développement des jeunes:

Entre copains:

Connecté en permanence:

Des moyens de divertissement favoris:

Plus accès aux activités:

E. What is the main topic of this article? You may write in English:

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Interpersonal Communication

Use the [Ohio rubrics](#) to score the interpersonal section.

Situation/Prompt

You and your cousin, Paul, from Québec ZOOM all the time. You, an American studying French, read this cool article in French class today. You are curious about your cousin and whether he likes to do the same things in his spare time as the French teens who were featured in the article. Have a Zoom chat about this topic in which you ask your cousin questions about his past times. To make your conversation more interesting, ask who, what, when, where and why questions.

Presentational Communication

Use the [Ohio rubrics](#) to score the presentational section.

Situation/Prompt:

Your French e-pal, Monique, is going to go to Québec to spend a month this summer with her cousin, Marie, and then she's coming to the United States to spend a month with you. Monique loves to be active and loves to do all kinds of activities. Write an email to her telling her what activities people her age do in Québec and in the United States. Because you've been e-pals for so long, you know which activities she will like to do and that are important to her. Also, tell her about activities that are important to you and that you will do together when she comes to the US.

Use information acquired from your reading and from your conversation to include in your writing.

Novice High/Intermediate Low - Who Am I? Who Are We?

Backward Design of a French Intercultural Unit and Assessment